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ABSTRACT

The Administrator's Guide to programs for exceptional children reviews administrative procedures, discusses program organization, examines 11 handicapping categories, gives in full the state law mandating special educational programs for handicapped children, notes certification requirements for 12 professional certificates, and provides samples of special education forms. Topics considered under administrative procedures include funding, screening, documentation, placement, and contracting with public or private agencies. Program organization is discussed in such terms as student grouping, the work experience program, and resource programs. Usually given for a handicapping condition is a definition, screening information, evaluation, annual review of placement, and an administrative checklist. Certification requirements for professions such as the general special educator, school psychometrist, and speech and hearing clinician are listed. Sample forms include the annual application for approval of special education programs, placement statement, review of placement, and application for private school enrollment. (DB)

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State of Arizona

Department of Education

W. P. Shofstall, Ph. D., Superintendent

ADMINISTRATOR'S GUIDE

Programs For Exceptional Children

1973 - 74

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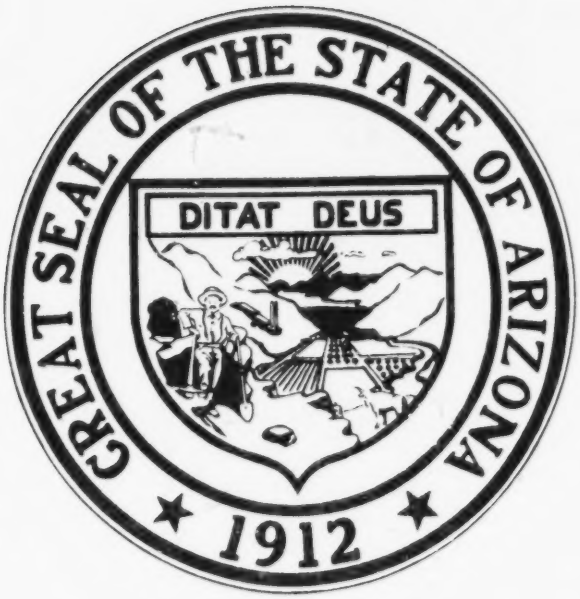
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FOREWORD

The guidelines contained in the Administrator's Guide, Programs for Exceptional Children, have been developed in an attempt to help school districts initiate needed new programs or those continuing special classes. This guide will provide direction and facilitate unity in the state-wide planning of educational programs for all children with special needs.

Expanded and ameliorated special education programs are one of the most critical needs in our educational system today. The Division of Special Education has prepared this guide to provide assistance and procedures for establishing and maintaining programs for exceptional children.

This present bulletin, Administrator's Guide, Programs for Exceptional Children, 1973-74, has been prepared to include the information for local school administrators relative to policies for the initiation, organization, and operation of special education programs in Arizona.

W. P. Shofstall, Ph.D.
Superintendent of Public Instruction

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I

ADMINISTRATIVE PROCEDURES

Arizona's Programs for Exceptional Children

The purpose of this Guide is to assist districts to administer special education programs for gifted or handicapped students. What is special education? This is the definition contained in ARS 15-1011:

> "Special education" means the adjustment of the environmental factors, modification of school curricula and adaptation of teaching methods, materials, and techniques to provide educationally for those children who are gifted or handicapped to such an extent that they do not profit from the regular school curricula or need special education services in order to profit. Difficulty in writing, speaking or understanding the English language due to an environmental background wherein a language other than English is spoken primarily or exclusively shall not be considered a sufficient handicap to require special education.

The format of the Administor's Guide has been changed slightly to make it more workable for administrators to use. The Guidelines are divided into six major sections:

I. ADMINISTRATIVE PROCEDURES – this section contains the critical steps necessary to apply for special education programs, funding, student selection and placement, and budgeting factors.

II. PROGRAM ORGANIZATION – this section contains student grouping suggestions, facility recommendations, work-experience programs, and various structures of special education programs.

III. CATEGORIES – this section contains expanded definitions of the various special education categories and a checklist for any administrator to check to make certain all facets of the law have been followed.

IV. ARIZONA REVISED STATUTES – this section contains the Arizona Revised Statutes, Title 15, Education, Chapter 10, Article 2, which deals with the area of Special Education.

V. CERTIFICATION/APPROVED – this section contains the requirements for certification in various areas of exceptionality and the requirements for the present approval program for psychologists, etc.

VI. SPECIAL EDUCATION FORMS – this section contains a sample of the various forms required by the Division of Special Education plus certain example forms (district modification allowed) which a district shall use for documentation in administering the district program.

Powers of the Governing Board of a School District or County

Section IV, ARS 15-1015 (Page 40) specifies the exact powers granted to any school district or county. Before finalizing an application for a special education program, the chief administrative official of a school district or county may wish to refer to this section of the law to ascertain that the program is *legally* possible.

Application for Approval of Special Education Programs

An annual application for approval of special education programs (form SE-1) shall be submitted by the public schools to the Division of Special Education on or before June 1 for the succeeding school year. A written program description request for a gifted, multiple handicapped, or resource program shall be submitted to the Division of Special Education for approval at the same time the annual application (form SE-1) is submitted. A written plan shall include:

1. Brief needs assessment
2. Goal(s)
3. Objective(s)
4. Assessment of student progress
5. Exceptionalities to be served
6. Ages of target students
7. How students will be grouped (e.g., by exceptionality, chronological age, mental age, academic abilities and/or disabilities, social maturity, social/emotional behaviors, etc.)
8. Description of the responsibilities of the teacher and approximate percentage of time devoted to each activity
9. Equipment, materials, or special techniques to be used in the program

The annual application and any request for a gifted, multiple handicapped, or resource program shall be approved or disapproved by the Division of Special Education by August 1.

The form SE-2 (Teachers Employed in Special Education Programs) shall be submitted to the Division of Special Education by public schools at the end of the first register month. The SE-2 form is also required when any additions or deletions of special education programs/classes are made and at the end of the sixth register month.

Report of students receiving special education with tuition paid by school district of residence (form SE-3) shall be filed with the Division of Special Education at the end of the first, sixth, and tenth register months by those school districts contracting with public or private agencies for special education programs.

Funds Provided for Special Education

In accordance with ARS 15-1017, funds are apportioned to districts on a per unit of average daily attendance per annum for each special education student taught.

Special Education Funding:

Category	State	County	Total
Educable Mentally Handicapped	$ 380	$ 10	$ 390
Emotionally Handicapped	380	10	390
Gifted	50	–	50
Homebound	526	10	536
Multiple Handicapped	590	10	600
Physically Handicapped	380	10	390
Specific Learning Disabilities	380	10	390
Trainable Mentally Handicapped	690	10	700
Hearing Handicapped	700	–	700
Visually Handicapped	700	–	700

Fifty-five dollars shall be paid for each speech handicapped pupil, for not more than ninety (90) pupils for each certified speech therapist employed by the school district or county. The fifty-five dollars for a speech handicapped pupil will be apportioned on the date of enrollment in any register month of the school year.

Maximum Membership in Programs

Maximum membership in special education programs shall be as follows:

Category	Number of Pupils Per Teacher	Number of Pupils Per Paraprofessional
EMH	15	2
EH	10	2
MH	10	2
PH	10	2
SLD	10	2
TMH	10	2
VH	8	2
HH	8	2
Resource Programs	15	2
HBD	a. In home or hospital – 7 per teacher b. Classes for pregnant girls – 15 per teacher	
GFT	Maximum membership shall be limited to 3 percent of previous year's total district ADA	
SPH	Maximum enrollment is not to exceed ninety (90) students per speech therapist during a school year.	

Paraprofessional Services: Under this program a school district may increase the membership by two (2) after employing a full-time, trained paraprofessional to work in the classroom. Each class is limited to increasing membership by only two (2) regardless of the number of full-time paraprofessionals assigned. Districts must document in writing the training program for the paraprofessional.

Budgeting

Any special education per capita operational cost over and above the per capita operational cost of a district as shown in Item 7 of the six percent budget limit check shall be exempted from the six percent budget limit. (Refer to ARS 15-1017.)

The budget six percent limit DOES NOT APPLY to any school district acting as either fiscal or administrative agent for an intergovernmental agreement, pursuant to ARS 11-952,

for the provisions of the programs provided for in ARS 15-1015, subsection D, paragraph 1 to the extent of tuition monies budgeted and received from other cooperating school districts.

Every school district with an approved special education program shall use the OFFICIAL WORKSHEET FOR COMPUTING THE ADDITIONAL PERMISSIBLE EXPENDITURES WHICH MAY BE BUDGETED FOR SPECIAL EDUCATION PROGRAMS (SDE-D Form D-16 Revised) and SCHEDULE OF BUDGETED SPECIAL EDUCATION INSTRUCTION COSTS (SDE-D Form D-16a) to determine special education per capita operational cost and the amount that will be exempted from the six percent budget limit. The official worksheet (SDE Form D-16 and D-16a) shall be submitted with the adopted budget to the county school superintendent who shall immediately transmit a copy to the board of supervisors of the county and a copy to the state superintendent of public instruction.

Official worksheets for computing the additional permissible expenditures which may be budgeted for speech handicapped programs (Form D-16b and D-16c) will be utilized where applicable.

Form D-16, D-16a, D-16b, and D-16c are available from your County School Superintendent.

Screening

School districts shall establish written local policies and procedures for an active screening and referral program to identify children who might profit from special education placements.

The procedures may include participation of a team, consisting of at least three (3) members, and may have representation from as many disciplines as possible.

1. An Administrator
2. Special Education Personnel
3. Counseling Personnel
4. Psychological Personnel
5. School Nursing Personnel
6. School Social Work Personnel
7. Other Appropriate Personnel

Primary Language Other Than English

Factors for Placement: In addition to the general procedures, the following is required before a child is evaluated for placement in a special education program.

A determination will be made as to whether his primary language is other than English. A TESTING PROCEDURE FOR DETERMINING THE PRIMARY LANGUAGE HAS BEEN DEVELOPED BY THE DIVISION OF SPECIAL EDUCATION AND IS AVAILABLE UPON REQUEST. The chief school administrator or his designated representative will attest in writing to the investigation, and determination of the individual's primary language prior to evaluation of the student for special education.

Evaluation Procedures if Primary Language is Other than English: If a child's primary language is determined to be other than English, a school district shall follow one or more of the listed possible procedures for evaluating a child for possible placement in a special education program.

1. Use a psychologist fluent in both the child's primary language and English.

2. Use an interpreter to assist the psychologist both with language and testing.

3. Use test instruments administered by a psychologist, which do not stress spoken language and which are considered valid and reliable performance measures of intellectual functioning.

Prior to placement of any child in classes for handicapped children, a description of the nature and content of the special program offered; their prior effectiveness in benefiting children there assigned; and the feasibility for the rate and time of return of children to regular classes shall be explained in the primary language of the home. Written permission for placement in the recommended special education program shall be obtained on a form in English and the primary language of the home. Such forms shall also contain notice in both English and the primary language of the home of the right of the parent or guardian to request a review of the placement once each semester pursuant to ARS 15-1014, and to withdraw consent for placement in classes for exceptional children.

All communication with parents of children considered for placement in classes for handicapped children, whether written or oral, shall be in the primary language of the home.

Referral

A referral for evaluation is required by ARS 15-1013 and attention is called to the following quotation from the law:

> A. The referral of a child for evaluation for possible placement in a special education program shall be made under the direction of the chief administrative official of the school district or county, or such person designated by him as responsible for special education, after consultation with the parent or guardian.

When it is determined that an evaluation is necessary in providing information essential to the educational planning for a student, the school's intention for having such an evaluation completed shall be indicated to the parent(s) or guardian(s) in advance. It is recommended that an examination of visual, auditory, vocal, and motor systems be a part of the total evaluation and that the written results be maintained as a part of the student's records. (See sample Referral and Evaluation form.)

Evaluation

An evaluation is required before any candidate may be placed in a special education program. This evaluation shall be of the capabilities and limitations of the candidate. The evaluation shall be made by at least one (1) professional specialist in a field relevant to the candidate's exceptionality. If appropriate, the educational implications of the exceptionality shall be evaluated by a psychologist.

The results of the evaluation shall be submitted in writing to the chief administrative official of the school district or county, or to such person designated by him as responsible for special education. The written report of educational appraisal shall include:

1. An educational assessment of the child's abilities and disabilities utilizing a variety of instruments.

2. Instructional and behavioral recommendations for educational program.

An evaluation is required by ARS 15-1013 and attention is called to the law as shown on page 39.

Placement

Placement of a candidate in a special education program shall not be completed until the screening, referral, and evaluation procedures have been completed.

A child shall not be considered for placement in classes for handicapped children unless an examination of developmental history, cultural background, and school achievement is substantiated by a visit to the child's home to interview members of the family. This visit is to be with the consent of the parent or guardian by appropriate school personnel or their designee. If the language spoken in the home is other than English, such interviews shall be conducted in the language of the home.

A placement procedure is required by ARS 15-1013 and attention is called to the following quotation from the law:

> D. In determining placement the following persons shall be consulted by the chief administrative official of the school district or county or such person designated by him as responsible for special education:
>
> 1. The school principal.

2. A person responsible for administering or conducting special education courses in the school or school district.

3. A teacher who currently has been instructing the child.

4. An appropriate professional adviser who may be a physician, psychologist, professional social worker or school nurse.

5. A parent or guardian of the child.

One representative from each of the above categories shall meet together as a placement team. The team shall review all data and recommend an appropriate educational program for each child considered for placement or placed in classes for exceptional children.

PARENTAL APPROVAL, PURSUANT TO ARS 15-1013 MUST BE OBTAINED IN WRITING PRIOR TO PLACEMENT OF ANY CHILD IN CLASSES FOR HANDICAPPED CHILDREN.

Review of Placement

Review of special education placement is defined in ARS 15-1014 and the law is quoted:

> The placement of a child in a special education program shall be reviewed by the chief administrative official of the school district or county or such person as designated by him as responsible for special education once each semester, if requested by the parent or guardian of the child or recommended by the person conducting the special education program. A copy of the results of the review shall be submitted to the person making such request or recommendation for review.

Where an evaluation or re-evaluation under these regulations reveals that a child has been misclassified or misplaced as a handicapped child due to difficulty in writing, speaking, or understanding the English language, the school district shall remove all indications of such misclassification or misplacement from the child's school records and shall also provide appropriate remedial instruction.

Documentation

The chief administrative official of the school district or county or such person as designated by him as responsible for special education shall prepare documents indicating that the requirements of ARS 15-1010 through 15-1017 (pages 37-41) and the State Board of Education rules and regulations have been followed. Your attention is called to the following partial list of required documents:

SE1 – Annual Application for Approval of Special Education Programs
SE2 – Teachers Employed in Special Education Programs

SE3 – Report of Students Receiving Special Education with Tuition Paid by School District of Residence
SE4 – Contract

Referral and Evaluation Documents
Placement Statement Documents
Review of Placement Documents
Application for Private School Enrollment
D-16, D-16a, D-16b, and D-16c
Training of Paraprofessional Personnel
Intergovernmental Agreement

Attendance Reporting

Attendance of students in special education programs shall be reported in the same manner as students in regular programs. Registers shall be assigned to special education personnel and these registers shall be for a particular category of exceptionality.

NO STUDENT IN SPECIAL EDUCATION PROGRAMS SHALL BE REPORTED IN MORE THAN ONE REGISTER FOR REIMBURSEMENT PURPOSES WITH THE EXCEPTION OF SPEECH HANDICAPPED. NO REGISTER SHALL REPORT MORE THAN ONE CATEGORY OF EXCEPTIONALITY.

You will note that register numbers are required on SE-2 and SE-3 forms. These will be checked by the Division of Special Education through the DATA PROCESSING SECTION to ascertain that approval has been made for special education programs.

Homebound/Hospitalized: A child receiving instruction under the homebound teaching program shall be deemed in full attendance when he attends classes or receives instruction for a period of not less than four (4) hours per week in a home or in the hospital. Pupils in classes for pregnant girls will be deemed in full attendance when they receive instruction in such a class for not less than twelve (12) hours per week.

Resource Programs: Attendance of pupils in the resource program shall be reported *only* on the special education register. If the resource program is categorical, one register will be required in the appropriate area of exceptionality. If the resource program is cross-categorical, a register must be assigned for each area of exceptionality to be served.

Speech Handicapped: Monthly enrollment reports for speech handicapped programs shall be made to the DATA PROCESSING SECTION Speech handicapped attendance reports shall reflect NEW ENROLLMENT ONLY. Maximum enrollment is not to exceed ninety (90) students per speech therapist during a school year.

To facilitate attendance reporting and auditing, school districts shall use the following code on the SE-2 and SE-3 forms in the column headed Exceptionality Served:

HBD	Homebound/Hospitalized
EH	Emotionally Handicapped
EMH	Educable Mentally Handicapped
TMH	Trainable Mentally Handicapped
PH	Physically Handicapped

HH	Hearing Handicapped
VH	Visually Handicapped
MH	Multiple Handicapped
GFT	Gifted
SPH	Speech Handicapped
SLD	Specific Learning Disability

The Division of Special Education will AUDIT special education attendance reported to the Department of Education to determine that AVERAGE DAILY MEMBERSHIP, as reported to the Department of Education, does not exceed the LIMITS established in these guidelines for each category of exceptionality.

Contracting With Public or Private Agencies

Public school districts desiring to contract for the education of exceptional children in a public or private agency as defined in ARS 15-1015 shall:

1. Determine from the Division of Special Education if the public or private agency is approved.

2. Determine that the child to be enrolled qualifies under ARS 15-1013.

3. Initiate a contract (form SE-4) for educational services only. Medical services, parent counseling beyond the school program, and individual therapy cannot be included in the cost to the public school. Three copies of the contract must be submitted to the Division of Special Education for approval.

4. Report attendance in the same manner as other special education classes according to data received from public or private agency.

5. Determine that adequate liability insurance is provided by the public or private agency conducting the instructional program.

Every special education program maintained under ARS 15-1015 shall be approved by the Division of Special Education according to the guidelines established by the Division of Special Education.

Provisions for determining eligibility and approval of the public or private agency providing for the education of handicapped children under ARS 15-1015 are as follows:

1. The special classes or services in which the child is enrolled shall be instructed by certificated and/or approved special education personnel in the area of exceptionality.

2. The physical facilities, equipment, and instructional materials shall be adequate to carry on an acceptable special education program.

3. The public or private agency shall develop or utilize an acceptable curriculum guide for the appropriate exceptionality.

4. The public or private agency shall develop a written, coordinated plan with the public school for reporting attendance, consultation, and an effective plan for the return of the child to the public school.

5. Professional ancillary services shall be available to provide an acceptable special education program.

6. The public or private agency desiring approval of the Division of Special Education shall submit a written request to the Division of Special Education at least sixty (60) days prior to offering services to public school districts. Approval or disapproval will be transmitted to the public or private agency within sixty (60) days. Approval or disapproval shall be in effect for one school year only.

7. The public or private agency shall submit to the Division of Special Education annually at the end of the school year the names and districts of residence of students attending under the provision of ARS 15-1015.

8. The public or private agency shall provide adequate liability insurance.

Voucher for Special Education

The district of a pupil's residence shall sign a written affidavit that the district does not provide a course of instruction for which such exceptional child is eligible.

II

PROGRAM ORGANIZATION

Student Grouping

Self-Contained Program: Student grouping may be by chronological age. The following groups are recommended:

1. Ages 6 – 8 (Primary)
2. Ages 9 – 10 (Intermediate)
3. Ages 11 – 12 (Advanced)
4. Ages 13 – 14 (Junior High)
5. Ages 15 and older (High School)

Other factors to consider in determining student grouping are:

1. Physical and social maturity
2. Severity of mental handicap
3. Size of the classroom and equipment available
4. Teacher competency
5. Availability of classroom assistance and/or professional ancillary services

Resource Program: Grouping in a resource program may be categorical or cross-categorical. Categorical grouping indicates that all students in the resource program have been recommended for special education in the same area of exceptionality. Cross-categorical grouping involves the mixing of two or more exceptionalities listed in this manual.

Homebound/Hospitalized Program: Student grouping is not usually possible in the homebound/hospitalized program except where classes are conducted for pregnant girls.

TELEPHONE HOME (HOSPITAL)-TO-SCHOOL SERVICE/INTERCOMMUNICATION may be utilized for students enrolled in the homebound/hospitalized program. This enables the student to have a direct line from his place of confinement to the class(es) in which he is enrolled. The equipment for this service is furnished by the telephone company and the service may be paid for by the family and/or school district. This intercommunication service does not take the place of the homebound/hospitalized teacher, but is a supplementary aid which may be substituted for three (3) hours of the weekly face-to-face instruction by the teacher. A minimum of one (1) hour each week shall be face-to-face contact. This service is especially applicable to students with long confinement because the student is in touch with the real daily world of school and can participate in discussions, recite when called upon, and listen to teacher lectures, etc.

Removal From Special Education Program

Before any child is removed from a special education program, a review of his placement should be conducted by district personnel to determine that changing the educational program is in the best interest of the child.

Work Experience Program

The work-experience programs shall consist of classroom instruction, evaluation, training, and part-time employment. The evaluation, training, and part-time employment may take place on or off the school campus, in or out of the school district, but must be under supervision of certificated school personnel. Students enrolled in the work-experience program shall be at least sixteen (16) years of age.

The major objective in the work-experience program is to develop, through work experiences, the necessary attitudes, abilities, and skills which will enable the students to become gainfully employed upon completion of school in occupations of their choice commensurate with their capabilities.

The usual makeup of the class is such that many different "semi-skilled" or "operative-level skilled" occupations may offer valuable work experiences for the students. The in-school instruction should correlate the academic requirements and job-related experiences into meaningful career oriented curriculum.

Instruction in the work-experience program is individualized. Instruction may include job adjustment and job performance information plus remedial instruction in academic subjects.

The teacher/coordinator arranges for appropriate training and work-experience stations, supervises the students, and consults with the employer concerning student progress. He also counsels students in order to help them make the most of their employment experience.

Facilities

Facilities for special education programs shall be equal to or better than those used to house regular school programs or in other facilities approved by the Division of Special Education (ARS 15-1015).

A partial list of facilities recommended for all classrooms is listed below:

1. Proper lighting and ventilation
2. Counter with sink and running water
3. Electrical outlets
4. A-V equipment
5. Adequate instructional materials and supplies

6. Special equipment as needed (screens, carrels, etc.)

7. Adequate playground facilities

8. Adequate toilet facilities

Physically Handicapped: Classes for the physically handicapped should be on the first floor of the building in which they are located. If this is not possible or practical, elevators or ramps should be provided. Ramps should slope no greater than one foot in ten feet for safety of wheelchair or crutch movement. A driveway for buses and automobiles leading to the entrance is desirable. Handrails should be provided along routes of heavy traffic.

School districts should consider purchase or lease of special vehicles equipped for handling physically handicapped pupils. Without such special transportation equipment, it may be impossible for physically handicapped pupils to attend school.

Hearing Impaired: Classrooms for the hearing impaired should be constructed to provide a quiet environment. Carpeting and acoustical treatment of ceilings and walls are recommended for reducing environmental sounds. Adequate group auditory training equipment should be available.

Resource Programs

Under the current law it is possible to provide several different types of programs for exceptional children. A written plan for a resource program must be submitted in accordance with the format in section I and approved by the Division of Special Education.

A definition of a resource program is as follows: An instructional setting which provides specialized assistance to exceptional pupils, either in small groups or individually, according to their capabilities and limitations. The pupil is assigned to the special education resource program but may receive a great portion of his academic instruction in the regular classroom. He receives instruction in the resource program on a *regularly scheduled basis* and for *specific periods of time* depending upon the individual educational needs of the student.

The purpose of the resource program is to provide the appropriate instructional support to *both the child and his regular classroom teacher* so that the child may experience continuous, successful enrollment in the regular classroom.

A resource teacher shall be certificated in one category of special education.

III

CATEGORIES

Educable Mentally Handicapped

Definition: The educable mentally handicapped (EMH) is a child who, because of his intellectual development, as determined by evaluation pursuant to ARS 15-1013, is incapable of being educated effectively through regular classroom instruction, but who is capable of achieving a degree of proficiency in basic academic skills and as a result of special education may become economically productive and socially adjusted.

An educable mentally handicapped student usually achieves or functions at an I.Q. level of approximately one-half to three-fourths of average intelligence based on individual psychological examinations.

Screening: A method shall be devised by the school district to adequately screen a potential candidate for the educable mentally handicapped program. Particular attention should be given to pupils who:

1. Score less than one-half to three-fourths of normal on group intelligence tests, and
2. Score two or more years below the grade level expected for his chronological age on group achievements tests.

Administrative Checklist:

_____ Application for Approval (See page 4)

_____ Reimbursement (See page 5)

_____ Screening (See page 7)

_____ Primary Language (See page 8)

_____ Referral (See page 8)

_____ Evaluation (See page 9)

_____ Placement (See page 9)

_____ Review of Placement (See page 10)

_____ Documentation (See page 10)

_____ Attendance Reporting (See page 11)

_____ Maximum Membership (See page 6)

_____ Student Grouping (See page 17)

_____ Work Experience (See page 18)

_____ Facilities (See page 18)

_____ Certification (See page 49)

Emotionally Handicapped

Definition: The emotionally handicapped (EH) is a child who because of social or emotional problems, as determined by evaluation pursuant to ARS 15-1013, is unable or incapable of meeting the demands of regular classroom programs in the public schools and requires special classes or special services designed to promote his educational and emotional growth and development.

Screening: The emotionally handicapped child is usually average or above in intelligence but may not demonstrate his ability on group intelligence tests or in the regular classroom setting. He may exhibit behavior indicating disturbance. This child may be aggressive and disturbed or withdrawn and passive.

Evaluation: An evaluation by one or more of the following is required before any candidate for an emotionally handicapped program may be placed:

1. Approved school psychologist
2. Licensed psychologist
3. Licensed psychiatrist

Annual Review of Placement: The placement of each child in an emotionally handicapped program *shall be reviewed annually* to determine if placement should be continued.

Administrative Checklist:

_____ Application for Approval (See page 4)
_____ Reimbursement (See page 5)
_____ Screening (See page 7)
_____ Primary Language (See page 8)
_____ Referral (See page 8)
_____ Evaluation (See page 9)
_____ Placement (See page 9)
_____ Review of Placement (See page 10)
_____ Documentation (See page 10)
_____ Attendance Reporting (See page 11)
_____ Maximum Membership (See page 6)
_____ Student Grouping (See page 17)
_____ Work Experience (See page 18)
_____ Facilities (See page 18)
_____ Certification (See page 49)

Gifted

Definition: A gifted child (GFT) is a child of lawful school age who, due to superior intellect, advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs special instruction, special ancillary services, or both, to achieve at levels commensurate with his intellect and ability.

Maximum membership shall be limited to three (3) percent of the previous year's total district ADA.

Screening: A gifted child shall demonstrate *achievements and/or potential ability* in one or more of the following areas:

1. Creative or productive performance.
2. Specific academic aptitude – 95 percentile or above on standardized achievement tests in one or more subject areas.
3. General intellectual ability – I.Q. 130 or above based on an individualized testing program.

Written Plan: Any district requesting approval for a gifted program shall submit a written plan to the Division of Special Education.

Administrative Checklist:

_____ Application for Approval (See page 4)
_____ Reimbursement (See page 5)
_____ Screening (See page 7)
_____ Primary Language (See page 8)
_____ Referral (See page 8)
_____ Evaluation (See page 9)
_____ Placement (See page 9)
_____ Review of Placement (See page 10)
_____ Documentation (See page 10)
_____ Attendance Reporting (See page 11)
_____ Maximum Membership (See page 6)
_____ Student Grouping (See page 17)
_____ Work Experience (See page 18)
_____ Facilities (See page 18)
_____ Certification (See page 49)

Hearing Handicapped

Definition: The hearing handicapped (HH) is a child who has a hearing deviation from the normal, as determined pursuant to ARS 15-1013, which impedes his educational progress in the regular classroom situation and whose intellectual development is such that he is capable of being educated through a modified instructional environment.

Screening: In accordance with ARS 36-899, the Department of Health Services shall provide hearing evaluation services for all children with the aid of the Department of Education. The Director of the Department of Health Services shall develop the rules and regulations governing standards, procedures, techniques and criteria for conducting and administering hearing evaluation services.

Evaluation: Children referred for possible placement in a special program for the hearing impaired shall be evaluated by either

1. An approved audiologist or

2. A certificated teacher of the hearing impaired

It is recommended that any child with a hearing impairment be referred for a complete audiological evaluation.

Administrative Checklist:

_____ Application for Approval (See page 4)
_____ Reimbursement (See page 5)
_____ Screening (See page 7)
_____ Primary Language (See page 8)
_____ Referral (See page 8)
_____ Evaluation (See page 9)
_____ Placement (See page 9)
_____ Review of Placement (See page 10)
_____ Documentation (See page 10)
_____ Attendance Reporting (See page 11)
_____ Maximum Membership (See page 6)
_____ Student Grouping (See page 17)
_____ Work Experience (See page 18)
_____ Facilities (See page 18)
_____ Certification (See page 49)

Homebound/Hospitalized

Definition: The homebound or hospitalized (HBD) student is capable of profiting from academic instruction but is unable to attend school due to illness, disease, accident, pregnancy, or handicapping conditions, who has been examined by a competent medical doctor and is certified by that doctor as being unable to attend regular classes for a period of not less than three school months [sixty (60) consecutive school days].

Screening: A method shall be devised by the school district to adequately screen potential candidates for the homebound or hospitalized program. This screening may involve the school attendance officer and/or the school nurse to determine cause and possible length of absence from school.

Administrative Checklist:

_____ Application for Approval (See page 4)

_____ Reimbursement (See page 5)

_____ Screening (See page 7)

_____ Primary Language (See page 8)

_____ Referral (See page 8)

_____ Evaluation (See page 9)

_____ Placement (See page 9)

_____ Review of Placement (See page 10)

_____ Documentation (See page 10)

_____ Attendance Reporting (See page 11)

_____ Maximum Membership (See page 6)

_____ Student Grouping (See page 17)

_____ Work Experience (See page 18)

_____ Facilities (See page 18)

_____ Certification (See page 49)

Multiple Handicapped

Definition: The multiple handicapped (MH) is a child who has serious learning and developmental problems resulting from multiple handicapping conditions, as determined by evaluation pursuant to ARS 15-1013, and who cannot be provided for adequately in a regular classroom.

A multiple handicapped pupil is any school age child who has a combination of two (2) or more of those handicaps for which there is appropriation and apportionment in ARS 15-1017 and who is not able to function successfully in a regular program or in a special education program which compensates for a single handicapping condition.

Screening: A method shall be devised by the school district to adequately screen potential candidates for the multiple handicapped program. This screening process may reveal a child that is currently enrolled in a special education program who is not achieving success because of multiple handicapping conditions. A multiple handicapped child will usually exhibit a combination of physical, mental, and/or emotional characteristics that preclude placement in a regular school program or special education program which compensates for a single handicapping condition.

Written Plan: Any district requesting approval for a multiple handicapped program shall submit a written plan to the Division of Special Education.

Administrative Checklist:

_____ Application for Approval (See page 4)

_____ Reimbursement (See page 5)

_____ Screening (See page 7)

_____ Primary Language (See page 8)

_____ Referral (See page 8)

_____ Evaluation (See page 9)

_____ Placement (See page 9)

_____ Review of Placement (See page 10)

_____ Documentation (See page 10)

_____ Attendance Reporting (See page 11)

_____ Maximum Membership (See page 6)

_____ Student Grouping (See page 17)

_____ Work Experience (See page 18)

_____ Facilities (See page 18)

_____ Certification (See page 49)

Physically Handicapped

Definition: The physically handicapped (PH) is a child who has a physical handicap or disability, as determined by evaluation pursuant to ARS 15-1013, which impedes his educational progress in the regular classroom situation and whose intellectual development is such that he is capable of being educated through a modified instructional environment.

Screening: A method shall be devised by the school district to adequately screen possible candidates for the physically handicapped program. A child who has been enrolled in the homebound program may profit more from placement in the physically handicapped program.

Evaluation: An evaluation shall include an examination by a competent medical doctor.

Administrative Checklist:

_____ Application for Approval (See page 4)

_____ Reimbursement (See page 5)

_____ Screening (See page 7)

_____ Primary Learning (See page 8)

_____ Referral (See page 8)

_____ Evaluation (See page 9)

_____ Placement (See page 9)

_____ Review of Placement (See page 10)

_____ Documentation (See page 10)

_____ Attendance Reporting (See page 11)

_____ Maximum Membership (See page 6)

_____ Student Grouping (See page 17)

_____ Work Experience (See page 18)

_____ Facilities (See page 18)

_____ Certification (See page 49)

Specific Learning Disabilities

Definition: Specific learning disability (SLD) is a child who exhibits a significant discrepancy between ability and achievement as determined by evaluation pursuant to ARS 15-1013. The specific learning disability may be manifested by perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, but *excluding* learning problems which are due primarily to mental retardation, emotional disturbance, environmental disadvantage, visual, hearing, or motor handicaps.

Screening: A method shall be devised by the school district to adequately screen a potential candidate for the specific learning disabilities program. He may not demonstrate his ability on group intelligence tests or in the regular classroom setting. The discrepancy between ability and actual achievement as shown on standardized achievement tests is usually two years or more. The two year discrepancy need not apply in the primary grades.

Evaluation: An evaluation by one or more of the following is required before any candidate for a learning disabilities program may be placed:

1. Approved school psychologist
2. Licensed psychologist
3. Learning disabilities specialist

Annual Review of Placement: The placement of each child in a specific learning disabilities program *shall be reviewed annually* to determine if placement should be continued.

Administrative Checklist:

_____ Application for Approval (See page 4)
_____ Reimbursement (See page 5)
_____ Screening (See page 7)
_____ Primary Learning (See page 8)
_____ Referral (See page 8)
_____ Evaluation (See page 9)
_____ Placement (See page 9)
_____ Review of Placement (See page 10)
_____ Documentation (See page 10)
_____ Attendance Reporting (See page 11)
_____ Maximum Membership (See page 6)
_____ Student Grouping (See page 17)
_____ Work Experience (See page 18)
_____ Facilities (See page 18)
_____ Certification (See page 49)

Speech Handicapped

Definition: The speech handicapped (SPH) is a child whose speech differs, as determined by evaluation pursuant to ARS 15-1013, to the extent that it calls attention to itself, interferes with communication, or causes the child to be maladjusted.

Screening: A procedure shall be devised by the school district with the advice of an approved speech clinician to adequately screen potential candidates for a speech handicapped program. The procedure should be sufficiently detailed to indicate problems of an organic, functional, or environmental nature.

Administrative Checklist:

_____ Application for Approval (See page 4)

_____ Reimbursement (See page 5)

_____ Screening (See page 7)

_____ Primary Learning (See page 8)

_____ Referral (See page 8)

_____ Evaluation (See page 9)

_____ Placement (See page 9)

_____ Review of Placement (See page 10)

_____ Documentation (See page 10)

_____ Attendance Reporting (See page 11)

_____ Maximum Membership (See page 6)

_____ Student Grouping (See page 17)

_____ Work Experience (See page 18)

_____ Facilities (See page 18)

_____ Certification (See page 49)

Trainable Mentally Handicapped

Definition: The trainable mentally handicapped (TMH) is a child who because of his intellectual development, as determined by evaluation pursuant to ARS 15-1013, is incapable of being educated in regular classroom instruction or educable mentally handicapped classes, but who is capable of benefiting from the school experience.

A trainable mentally handicapped child usually achieves or functions at an I.Q. level of one-half or less of average intelligence based on individual psychological examinations.

Screening: A method shall be devised by the school district to adequately screen a potential candidate for the trainable mentally handicapped program. Particular attention should be given to pupils who score less than one-half of normal on group intelligence tests.

Administrative Checklist:

_____ Application for Approval (See page 4)

_____ Reimbursement (See page 5)

_____ Screening (See page 7)

_____ Primary Learning (See page 8)

_____ Referral (See page 8)

_____ Evaluation (See page 9)

_____ Placement (See page 9)

_____ Review of Placement (See page 10)

_____ Documentation (See page 10)

_____ Attendance Reporting (See page 11)

_____ Maximum Membership (See page 6)

_____ Student Grouping (See page 17)

_____ Work Experience (See page 18)

_____ Facilities (See page 18)

_____ Certification (See page 49)

Visually Handicapped

Definition: The visually handicapped (VH) is a child who has a vision deviation from the normal, as determined pursuant to ARS 15-1013, which impedes his educational progress in the regular classroom situation and whose intellectual development is such that he is capable of being educated through a modified instructional environment.

Screening: *The Guidelines for Recommended School Vision Screening Programs*, developed by the Arizona Sight Conservation Committee, specifies procedures for vision screening that a school district may follow. Any child suspected of having a vision problem or eye defect is to be referred to the person responsible for vision screening.

Evaluation: An evaluation shall include an examination by a competent medical doctor.

Administrative Checklist:

_____ Application for Approval (See page 4)

_____ Reimbursement (See page 5)

_____ Screening (See page 7)

_____ Primary Learning (See page 8)

_____ Referral (See page 8)

_____ Evaluation (See page 9)

_____ Placement (See page 9)

_____ Review of Placement (See page 10)

_____ Documentation (See page 10)

_____ Attendance Reporting (See page 11)

_____ Maximum Membership (See page 6)

_____ Student Grouping (See page 17)

_____ Work Experience (See page 18)

_____ Facilities (See page 18)

_____ Certification (See page 49)

IV

ARIZONA REVISED STATUTES

TITLE 15

EDUCATION

CHAPTER 10

SPECIAL INSTRUCTION AND COURSES OF STUDY

ARTICLE 2. SPECIAL EDUCATION OF EXCEPTIONAL CHILDREN

ARIZONA REVISED STATUTES
TITLE 15. EDUCATION
CHAPTER 10

ARTICLE 2. SPECIAL EDUCATION OF EXCEPTIONAL CHILDREN

15-1010. Direct state action

A. All school districts shall develop a district plan for providing for special education to all handicapped, except emotionally handicapped, children within the district. Such plan shall be submitted to the state board of education on or before July 1, 1975. The plan must have approval prior to November 1, 1975.

B. On or before September 1, 1976 all handicapped, except emotionally handicapped, children shall be receiving special education programming commensurate with their abilities and needs.

15-1011. Definitions

In this article, unless the context otherwise requires:

1. "Exceptional child" means a gifted child or handicapped child.
2. "Gifted child" means a child of lawful school age who due to superior intellect, advanced learning ability or both is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs special instruction, special ancillary services or both to achieve at levels commensurate with his intellect and ability.
3. "Handicapped child" means a child of lawful school age who due to physical, mental or emotional characteristics or a combination thereof is not afforded the opportunity for all-around adjustment and progress in regular classroom instruction and who needs special instruction, special ancillary services, or both to achieve at levels commensurate with his abilities. Handicapped child includes the following:

(a) "Educable mentally handicapped" means a child who because of his intellectual development, as determined by evaluation pursuant to section 15-1013, is incapable of being educated effectively through regular classroom instruction, but who is capable of achieving a degree of proficiency in basic academic skills and as a result of special education may become economically productive and socially adjusted.

(b) "Emotionally handicapped" means a child who because of social or emotional problems, as determined by evaluation pursuant to section 15-1013, is unable or incapable of meeting the demands of regular classroom programs in the public schools and requires special classes or special services designed to promote his educational and emotional growth and development.

(c) "Hearing handicapped" means a child who has a hearing deviation from the normal, as determined pursuant to section 15-1013, which impedes his educational progress in the regular classroom situation and whose intellectual development is such that he is capable of being educated through a modified instructional environment.

(d) "Homebound" or "hospitalized" means a student who is capable of profiting

from academic instruction but is unable to attend school due to illness, disease, accident, pregnancy, or handicapping conditions, who has been examined by a competent medical doctor and is certified by that doctor as being unable to attend regular classes for a period of not less than three school months.

(e) "Multiple handicapped" means a child who has serious learning and developmental problems resulting from multiple handicapping conditions as determined by evaluation pursuant to section 15-1013, and who cannot be provided for adequately in a regular class.

(f) "Physically handicapped" means a child who has a physical handicap or disability, as determined by evaluation pursuant to section 15-1013, which impedes his educational progress in the regular classroom situation and whose intellectual development is such that he is capable of being educated through a modified instructional environment.

(g) "Specific learning disability" means the condition of a child who exhibits a significant discrepancy between ability and achievement as determined by evaluation pursuant to section 15-1013. The specific learning disability may be manifested by perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, but excluding learning problems which are due primarily to visual, hearing or motor handicaps, mental retardation, emotional disturbance, or to environmental disadvantage.

(h) "Speech handicapped" means a child whose speech differs, as determined by evaluation pursuant to section 15-1013, to the extent that it calls attention to itself, interferes with communication, or causes the child to be maladjusted.

(i) "Trainable mentally handicapped" means a child who because of his intellectual development, as determined by evaluation pursuant to section 15-1013, is incapable of being educated in regular classroom instruction or educable mentally handicapped classes, but who is capable of benefitting from the school experience.

(j) "Visually handicapped" means a child who has a vision deviation from the normal, as determined pursuant to section 15-1013, which impedes his educational progress in the regular classroom situation and whose intellectual development is such that he is capable of being educated through a modified instructional environment.

4. "Special education" means the adjustment of the environmental factors, modification of school curricula and adaptation of teaching methods, materials, and techniques to provide educationally for those children who are gifted or handicapped to such an extent that they do not profit from the regular school curricula or need special education services in order to profit. Difficulty in writing, speaking or understanding the English language due to an environmental background wherein a language other than English is spoken primarily or exclusively shall not be considered a sufficient handicap to require special education.

15-1012. Division of special education; director; duties; qualifications

A. There is created a division of special education to carry out the provisions of this article subject to the state superintendent of public instruction.

B. The director of the division of special education shall be appointed by the state superintendent of public instruction with the advice and consent of the state board of education. The compensation of the director shall be determined pursuant to section 38-611.

C. The director shall carry out the provisions of this article and the duties prescribed by the state board of education relating to the administration of the provisions of this article.

D. The division of special education may review special education programs,

including placement of pupils, to determine that program, evaluation and placement procedures comply with the provisions of sections 15-1013 and 15-1014 and the rules and regulations approved by the state board of education.

E. Only a person with at least a master's degree in education and who is experienced in special education is eligible for appointment as director of the division of special education.

F. There is created a special education advisory committee which shall advise and consult with the state board of education, the state superintendent of public instruction and the director of the division of special education, and which shall engage in such other activities as are hereinafter set forth. The advisory committee shall be composed of twelve members, no more than five of whom may be officers or employees of local school districts. The state board of education shall appoint the members of the advisory committee for three-year terms, except that of those first appointed, four shall be appointed for terms of one year, four for terms of two years, and four for terms of three years. Vacancies shall be filled for the unexpired term in the same manner as original appointments.

1. The advisory committee shall be composed of persons broadly representative of community organizations interested in exceptional children, professions related to the educational needs of exceptional children, and the general public. It shall have a minimum of two meetings a year.

2. The advisory committee annually shall elect its own chairman and vice-chairman. The state board of education shall regularly submit, as part of its budget request, any item or items sufficient to cover expenses of the operation of the advisory committee and of its members in connection with their attendance at meetings of the advisory committee and other advisory committee activities.

15-1013. Evaluation of child for placement in special education program

A. The referral of a child for evaluation for possible placement in a special education program shall be made under the direction of the chief administrative official of the school district or county, or such person designated by him as responsible for special education, after consultation with the parent or guardian.

B. Before a child is placed in a special education program an evaluation shall be made of the capabilities and limitations of the child. The evaluation shall be made by at least one professional specialist in a field relevant to the child's handicap and under the direction of the chief administative official of the school district or county or such person designated by him as responsible for special education. If appropriate, the educational implications of the handicapping conditions shall be evaluated by a psychologist.

C. The results of the evaluation shall be submitted in writing and with recommendations to the chief administrative official of the school district or county or to such person designated by him as responsible for special education.

D. In determining placement the following persons shall be consulted by the chief administrative official of the school district or county or such person designated by him as responsible for special education:

1. The school principal.

2. A person responsible for administering or conducting special education courses in the school or school district.

3. A teacher who currently has been instructing the child.
4. An appropriate professional adviser who may be a physician, psychologist, professional social worker or school nurse.
5. A parent or guardian of the child.

E. The chief administrative official of the school district or county or such person designated by him as responsible for special education shall place the child, except that no child shall be placed or retained in a special education program without the approval of his parent or guardian.

15-1014. Review of special education placement

The placement of a child in a special education program shall be reviewed by the chief administrative official of the school district or county or such person as designated by him as responsible for special education once each semester, if requested by the parent or guardian of the child or recommended by the person conducting the special education program. A copy of the results of the review shall be submitted to the person making such request or recommendation for review.

15-1015. Powers of the governing board of a school district or county

A. The governing board of each school district or the county school superintendent shall by the school year 1976-1977:
1. Provide special education and required supportive services for all handicapped, except emotionally handicapped, children.
2. Employ supportive special personnel, which may include a director of special education, for the operation of special school programs for exceptional children.
3. To the extent practicable, educate handicapped children in the regular education classes. Special classes, separate schooling or other removal of handicapped children from the regular educational environment, shall occur only if, and to the extent that the nature of severity of the handicap is such that education in regular classes, even with the use of supplementary aids and services, cannot be accomplished satisfactorily.
4. Provide necessary transportation for handicapped children in connection with any program, class or service.

B. The special education program under this section shall be conducted only in a school facility which houses regular education classes or in other facilities approved by the state division of special education.

C. For the purposes of this section, handicapped children being furnished special education in rehabilitation, corrective or other state and county supported institutions shall be the responsibility of that institution or facility. Special education programs at such institution or facility shall conform to the conditions and standards prescribed by the director of the division of special education.

D. The governing body of each common or high school district, county or agencies involved in intergovernmental agreements may:
1. In cooperation with another district or districts, establish special education programs for exceptional children. When two or more governing bodies determine to carry out by joint agreement the duties in regard to the special education programs for exceptional children, the governing bodies shall, in accordance with state law and the rules

and regulations of the division of special education, establish a written agreement for the provision of services. In such agreements, one governing body of each common or high school district, agencies involved in intergovernmental agreements of the county school superintendent shall administer the program in accordance with the contract agreement between the districts. Tuition students may be included in the agreement.

2. Establish work-experience programs in accordance with rules and regulations of the division of special education. The work-experience programs shall consist of classroom instruction, evaluation, training, and part-time employment. The evaluation, training, and part-time employment may take place on or off the school campus, in or out of the school district, but must be under supervision of certified school personnel. Students enrolled in the work-experience program shall be at least sixteen years of age. Time in a work-experience program shall be counted as attendance at school to qualify for appropriations provided by section 15-1017. All work-experience programs must have the approval of the state division of special education.

3. Establish special education programs for gifted and emotionally handicapped children.

E. A school district or county school superintendent may contract with, and make payments to, other public or private schools, institutions and agencies approved by the division of special education, within or without the district, for the education of and provision of services to exceptional children if unable to provide satisfactory education and service through its own facilities and personnel in accordance with the rules and regulations prescribed by the division of special education.

15-1016. Acceptance of gifts for exceptional children; use; unexpended funds

A. The state board of education may accept gifts or monies from public and private organizations, for the division of special education for exceptional children, provided the purpose of the gift specified by the donor is approved by the board and is within the scope of the board's powers and duties. There is established a fund for the placement of such monies, which shall be designated as the exceptional children special education fund.

B. Any such monies received by the state board shall be placed in the appropriate special education fund and expended for the purpose specified by the donor.

C. If all or part of the funds accepted by the board from a donor are not expended prior to the end of the fiscal year in which the gift was accepted, such remaining balance of the amount donated shall remain in the special education gift fund until needed for the purpose specified by the donor.

15-1017. Appropriation and apportionment; approval of program; budget limit exception

A. All students as defined by section 15-1011 shall be included in the appropriation and apportionment made pursuant to sections 15-1211 and 15-1212 and the county levy as provided in section 15-1235. In addition:

1. The legislature shall appropriate the following amounts per unit of average daily attendance per annum for each special education student taught, the appropriation being made on an actual per capita per annum basis as shown by the records of the superintendent of public instruction:

(a) Three hundred eighty dollars per unit of average daily attendance of educable mentally handicapped pupils.

(b) Three hundred eighty dollars per unit of average daily attendance of emotionally handicapped pupils.

(c) Fifty dollars per unit of average daily attendance of gifted pupils.

(d) Five hundred twenty-six dollars per unit of average daily attendance of homebound pupils.

(e) Five hundred ninety dollars per unit of average daily attendance of multiple handicapped pupils.

(f) Three hundred eighty dollars per unit of average daily attendance of physically handicapped pupils.

(g) Three hundred eighty dollars per unit of average daily attendance of specific learning disabled pupils.

(h) Six hundred ninety dollars per unit of average daily attendance of trainable mentally handicapped pupils.

(i) Seven hundred dollars per unit of average daily attendance of hearing handicapped pupils.

(j) Seven hundred dollars per unit of average daily attendance of vision handicapped pupils.

2. The county shall provide the following amounts per unit of average daily attendance for each special education student taught by the district:

(a) Ten dollars per unit of average daily attendance of educable mentally handicapped pupils.

(b) Ten dollars per unit of average daily attendance of emotionally handicapped pupils.

(c) Ten dollars per unit of average daily attendance of homebound pupils.

(d) Ten dollars per unit of average daily attendance of multiple handicapped pupils.

(e) Ten dollars per unit of average daily attendance of physically handicapped pupils.

(f) Ten dollars per unit of average daily attendance of specific learning disabled pupils.

(g) Ten dollars per unit of average daily attendance of trainable mentally handicapped pupils.

3. The legislature shall appropriate fifty-five dollars for each speech handicapped pupil, except that such monies shall not be paid on behalf of more than ninety pupils for each certified speech therapist employed by the school district or county.

B. The appropriations and apportionment shall be computed with reference to the estimated number of special education students to be taught during the current year in classes and programs having a minimum of two hundred forty minutes of instruction or work experience as provided for in section 15-1015, subsection A per school day, except that a child receiving instruction under the homebound teaching program shall be deemed in full attendance when he attends classes or receives instruction for a period of not less than four hours per week. Any additional cost resulting from the special education program and not provided for under the provisions of this section shall be met by each school district having students receiving special instruction or by the county in the case of a county special education program.

C. The appropriations and apportionment provided under the terms of this section shall not be granted to the governing body of a school district or county school superintendent unless the district or county complies with the provisions of this article and the conditions and standards prescribed by the director of the division of special education. A school district or county program for education of handicapped children, as prescribed by the terms of this article, shall be presented to the state board of education for approval.

D. Any special education per capita operational cost over and above the per capita operational cost of a district as shown in item 7 of the six per cent budget limit check shall be exempted from the six per cent budget limit.

E. The budget six per cent limit does not apply to any school district acting as either fiscal or administrative agent for an intergovernmental agreement, pursuant to section 11-952, for the provision of programs provided for in section 15-1015, subsection D, paragraph 1 to the extent of tuition monies budgeted and received from other cooperating school districts.

Voucher for special education prior to district program

A. Until the school year 1976–1977 or such earlier time as the district of a pupil's residence provides a course of instruction for the nonemotionally disturbed handicapped children for which such child is eligible, the child, upon application of his parent or guardian to the division of special education, shall have a voucher qualification level equal to the state basic grant under section 15-1211, Arizona Revised Statutes, and the relevant category of state special education assistance under section 15-1017, Arizona Revised Statutes.

B. The parent or guardian may present the voucher for such child to any person, school or other institution within this state which offers suitable special education instruction and supportive services approved by the department of education, division of special education.

C. The voucher shall be valid as a payment of tuition and costs of such instruction to the extent of the qualification level under subsection A, but not in excess of the standard charge for tuition and costs as applicable to any pupils of such instruction for whom no voucher under this section is available.

V

CERTIFICATION

Section V consists of the certification regulations in the 1972-73 "Administrator's Guide, Programs for Exceptional Children" plus certification regulations for the Deaf and Hard of Hearing and the Visually Handicapped.

These regulations are subject to revision pending adoption of the Arizona State Board of Education Policy Manual.

CERTIFICATION

Professional teachers who have successfully completed an approved program in an Arizona institution will be eligible for a certificate upon receiving the appropriate institutional recommendation from the Dean, or other authorized persons, of the College of Education.

All other professional personnel will be evaluated to determine eligibility on the basis of guidelines developed by the State Board of Education and administered by the State Department of Education:

Provisional Special Education Permit – Mentally Handicapped; Physically Handicapped; Emotionally Disturbed; Learning Disabilities

1. Bachelor's Degree in Special Education or in Education from a regionally or nationally accredited institution.

2. Minimum of twelve (12) semester hours of Special Education in appropriate area in the following:

   a. A minimum of three (3) semester hours or the equivalent in the Survey of/or Orientation in Exceptional Children.

   b. A minimum of three (3) semester hours or the equivalent in the education and methods of teaching in the appropriate area of exceptionality.

   c. Electives from any approved program in Special Education.

3. This permit is not renewable.

Temporary Special Education Certificate – Mentally Handicapped; Physically Handicapped; Emotionally Disturbed; Learning Disabilities

1. Bachelor's Degree in Special Education or in Education from regionally or nationally accredited institution.

2. Minimum of eighteen (18) semester hours distributed in the following areas:

   a. A minimum of three (3) semester hours or the equivalent in the Survey of/or Orientation in Exceptional Children.

   b. A minimum of six (6) semester hours in the education and methods of teaching in the appropriate area of exceptionality.

   c. Student teaching or Internship in the appropriate area of exceptionality or one (1) year teaching experience in appropriate area when supervised by professional personnel from Division of Special Education or accredited college.

3. This certificate shall be valid for six (6) years and is not renewable.

Special Education Certificate – Standard
(Area to be designated)

1. Completion of an approved Master's Degree in Education with a major in special education.

- OR -

2. Completion of an approved thirty (30) semester hours of upper division or graduate coursework beyond the Bachelor's Degree consistent with approved programs in Special Education.

3. This certificate may be renewed for a period of six (6) years upon evidence of continuous satisfactory teaching or approved leave.

School Psychometrist

A psychometrist approval may be granted to applicants holding a Master's Degree in Psychology, Education or School Psychology and evidence of successful completion of thirty (30) graduate semester hours. Sequence of study shall include (undergraduate or graduate):

1. Six (6) semester hours in courses that provide a broad understanding of the psychological principles and foundations.

2. Fifteen (15) semester hours in courses to provide thorough training in psychological methods and techniques of which no fewer than six (6) semester hours are required in individual evaluation.

3. Six (6) semester hours in courses in the basic understanding of the organization of or operation of public schools.

4. Three (3) semester hours in related fields.

5. Submit evidence of supervised field experience.

Assistant School Psychologist

An assistant school psychologist approval may be granted to applicants holding a Master's Degree in Psychology, Education, or School Psychology, and evidence of successful completion of fifty (50) graduate semester hours. Sequence of study shall include (undergraduate or graduate):

1. Twelve (12) semester hours in psychological principles and foundations.

2. Twenty-one (21) semester hours in psychological methods and techniques of which nine (9) semester hours must be in individual evaluation and no more than six (6) semester hours in guidance and counseling.

3. Twelve (12) semester hours in general educational foundations.

4. Related fields.

5. Evidence of supervised field experience, experience in school setting or psychoeducational clinic.

School Psychologist

A school psychologist approval may be granted to applicants holding a Master's Degree in Psychology, Education or School Psychology, and evidence of successful completion of seventy (70) graduate semester hours or a doctoral program in an appropriate area with a sequence of study to include (undergraduate or graduate):

1. Eighteen (18) semester hours in psychological principles and foundations.

2. Twenty-seven (27) semester hours in psychological methods and techniques of which nine (9) semester hours must be in individual evaluation and no more than six (6) semester hours in guidance and counseling.

3. Eighteen (18) semester hours in general educational foundations.

4. Related fields.

5. Evidence of supervised field experience, experience in school setting or psychoeducational clinic.

Temporary Speech and Hearing Clinician

A speech and hearing clinician approval may be granted to applicants holding a Bachelor's Degree and who have evidence of completion of thirty (30) semester hours in a well integrated program to include:

1. Six (6) hours in basic areas of speech and hearing.

2. Twelve (12) semester hours in specialized professional course content in speech correction and pathology.

3. Three (3) semester hours in specialized course content in audiology.

4. Two hundred (200) clock hours of supervised clinical practice.

Standard Speech and Hearing Clinician

A standard speech and hearing clinician approval may be granted to applicants holding a Bachelor's Degree and who have evidence of completion of sixty (60) semester hours of which thirty (30) must be graduate hours in a well integrated program to include:

1. Twelve (12) semester hours in basic areas of speech and hearing.

2. Thirty (30) semester hours in courses that provide information about and training in the management of speech, hearing, and language disorders, of which no more than six (6) may be in clinical practice and no less than six (6) in audiology.

3. Eighteen (18) semester hours in related fields.

4. Two hundred and seventy-five (275) clock hours of supervised clinical practice.

Temporary Special Education Certificate – Deaf and Hard of Hearing

1. A Bachelor's Degree in the education of the deaf and hard of hearing from an approved college or university program or a Bachelor's Degree in Education, plus thirty (30) semester hours in the education of the Deaf and Hard of Hearing to include instruction in the following areas:

   a. A minimum of one (1) course in the survey of/or orientation of the education of the deaf.

   b. A minimum of twelve (12) semester hours in methods of teaching the deaf to include teaching of language and teaching of speech and a methods course on the appropriate level of instruction.

   c. A minimum of three (3) semester hours each in audiology and aural rehabilitation.

   d. Practice or directed teaching or evidence of two (2) years successful teaching of the deaf or hard of hearing in an accredited school.

   e. Electives in appropriate areas of Special Education and teaching of the deaf and hard of hearing.

2. This certificate shall be valid for six (6) years and is not renewable.

Standard Special Education Certificate – Deaf and Hard of Hearing

1. A Standard Special Education Certificate may be issued upon completion of the temporary certification requirements in the area of the Deaf and Hard of Hearing, plus a Master's Degree in Education or evidence of not less than thirty (30) semester hours of additional upper division or graduate work appropriate for the teaching of the Deaf and Hard of Hearing.

2. This certificate shall be valid for six (6) years and shall entitle the holder to teach in the area of Deaf and Hard of Hearing in primary through secondary unless otherwise indicated.

3. This certificate may be renewed for a period of six (6) years upon evidence of continuous satisfactory teaching or approved leave.

Temporary Special Education Certificate – Visually Handicapped

1. A Bachelor's Degree in the education of the visually handicapped from an approved college or university program, or a Bachelor's Degree in Education, plus twenty-five (25) semester hours appropriate to the following areas:

   a. A minimum of one (1) course in the survey of/or orientation to exceptional children, the study of visually handicapped, and anatomy of the eye.

   b. A minimum of three (3) semester hours in methods and curriculum of teaching the visually handicapped.

   c. A minimum of six (6) hours in skill instruction to include Braille skills, teaching procedures of Braille, and others such as mobility skills.

   d. Practice teaching or directed teaching or evidence of two (2) years of successful teaching of the visually handicapped in an accredited school.

   e. Electives in appropriate areas in Special Education and teaching of the visually handicapped and other related areas.

2. This certificate shall be valid for six (6) years and is not renewable.

Standard Special Education Certificate – Visually Handicapped

1. A Standard Special Education Certificate may be issued upon completion of the temporary certification requirements in the area of the Visually Handicapped, plus a Master's Degree in Education or evidence of not less than thirty (30) semester hours of additional upper division or graduate work appropriate for the teaching of the Visually Handicapped.

2. This certificate shall be valid for six (6) years, and shall entitle the holder to teach in the area of the Visually Handicapped in the Primary through Secondary, unless otherwise indicated.

3. This certificate may be renewed for a period of six (6) years upon evidence of continuous satisfactory teaching or approved leave.

VI

SPECIAL EDUCATION

FORMS

DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
1535 West Jefferson
Phoenix, Arizona 85007

ANNUAL APPLICATION FOR APPROVAL OF SPECIAL EDUCATION PROGRAMS

School District _____ No. _____ County _____

Address _____ Zip _____ Phone No. _____

Contact Person _____ Title _____

Indicate Category of Exceptionality for which approval is being sought for the School Year 19____-____.	Number of Classes Estimated	Number of Students (ADM) Estimated	Number of Outgoing Tuition Students (ADM) Estimated
( ) Educable Mentally Handicapped (EMH)			
( ) Emotionally Handicapped (EH)			
( ) Gifted (GFT)			
( ) Hearing Handicapped (HH)			
( ) Homebound/Hospitalized (HBD)			
( ) Multiple Handicapped (MH)			
( ) Physically Handicapped (PH)			
( ) Trainable Mentally Handicapped (TMH)			
( ) Specific Learning Disability (SLD)			
( ) Speech Handicapped (SPH)			
( ) Visually Handicapped (VH)			

NUMBER OF PROFESSIONAL ANCILLARY PERSONNEL

Administrator Director Supervisor	Psychological Services	Social Work Services	Medical Services	Nursing Services	Counseling Services	Other Explain

WE HEREBY CERTIFY THAT WE SHALL ADHERE TO THE FOLLOWING:

1. Title 15, Chapter 10, of Arizona Revised Statutes
2. Rules and Regulations of the Division of Special Education as approved by the State Board of Education
3. Submission of required forms to Division of Special Education.

_____ / _____ / _____
Signature of Chief School Administrator — Title — Date

_____ / _____
Signature of Clerk of the Board of Trustees/Board of Education — Date

DUE:
June 1
SE 1 - 2000
7/73

DISTRIBUTION:
Submit three (3) copies to the Division of Special Education

DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
1535 West Jefferson
Phoenix, Arizona 85007

TEACHERS EMPLOYED IN SPECIAL EDUCATION PROGRAMS

School Year_____

School _____ Co._____ Ty._____ Dt._____

Address _____ Zip_____ _____ Phone No. _____

Contact Person _____ Title _____

Social Security Number	Last Name of Teacher	School Code Number	Check if Full-Time Paraprofessional is Assigned	List One Grade or Multi-Grade or Ungraded	Check if Resource Program	Exceptionality Served	Register Number Used for Reporting Attendance

Signature of Chief School Administrator / Title / Date

DUE: (circle one)

End of First School Month
End of Sixth School Month

SE 2 - 2000
7/73

DISTRIBUTION:

Submit three (3) copies to the Division of Special Education

Page 1 of _____ pages

TEACHERS EMPLOYED IN SPECIAL EDUCATION PROGRAMS

School Year_____

School District _____ Co._____ Ty. _____ Dt._____

Social Security Number	Last Name of Teacher	School Code Number	Check if Full-Time Paraprofessional is Assigned	List One Grade or Multi-Grade or Ungraded	Check if Resource Program	Exceptionality Served	Register Number Used for Reporting Attendance

SE 2 Supplement - 2000
7/73

DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
1535 West Jefferson
Phoenix, Arizona 85007

REPORT OF STUDENTS RECEIVING SPECIAL EDUCATION WITH TUITION PAID BY SCHOOL DISTRICT OF RESIDENCE

School Year _____

School District _____ No. _____ County _____

Name of Public or Private Agency Providing Special Education Program	Amount of Annual Tuition	Exception-ality Served	Register Number Used for Reporting Attendance

Signature of Chief School Administrator / Title / Date

DUE: (circle one)

End of First School Month
End of Sixth School Month
End of Tenth School Month

DISTRIBUTION:

Submit one (1) copy to the Division of Special Education

SE 3 - 1500
7/73

CONTRACT

THIS AGREEMENT MADE AND ENTERED INTO THIS _____ day of _____, 19____, by and between _____ hereinafter referred to as "First Party" and _____ School District Number _____, hereinafter referred to as "Second Party";

WITNESSETH:

WHEREAS, the First Party conducts a special education program for _____ _____ exceptional children as defined in ARS 15-1011.

AND, WHEREAS, the First Party has been approved for the 19____ - ____ school year by the Division of Special Education, Department of Education, as specified in ARS 15-1015 and the Administrator's Guide, Programs for Exceptional Children, to conduct special education programs for the exceptional children as indicated above.

AND, WHEREAS, the First Party agrees to file with the Second Party a copy of a curriculum guide that will be utilized in its special education program.

AND, WHEREAS, the First Party agrees to file a plan with the Second Party for

(1) Reporting attendance of students;

(2) Consulting with the Second Party concerning the special education of the students for which the Second Party pays tuition; and

(3) Returning the students to the public school for instruction.

AND, WHEREAS, the First Party agrees to submit to the Division of Special Education, Department of Education, at the end of the 19____ - ____, school year the names and district of residence of any and all students covered by this agreement.

AND, WHEREAS, the First Party agrees to carry liability insurance covering its operations, a copy of which is filed with the Second Party.

AND, WHEREAS, the Second Party has certain exceptional children, as determined by ARS 15-1013, it believes will benefit from the special education program of the First Party.

NOW, THEREFORE, in consideration of the mutual covenants, conditions and promises hereinafter contained, the parties agree as follows:

1. The First Party agrees to maintain reasonable and appropriate standards as indicated in the curriculum guide, and to use reasonable care in conducting its program.

2. Subject to space and staff limitations as determined by the First Party and subject to the standards set forth in the curriculum guide, the First Party, as it is able, will accept referral of appropriate students to the program by the Second Party.

3. Students shall be referred to the First Party by the Second Party only upon written Application for Private School Enrollment signed for the Second Party by its authorized officer with parental approval.

4. The First Party agrees to submit attendance and progress reports as required by the Second Party.

5. The Second Party shall pay to the First Party tuition, as indicated in the Application for Private School Enrollment, for each child enrolled in the program, payment to be made monthly within twenty (20) days following each register month in which said child is enrolled in the special education program.

6. The Second Party reserves the right to withdraw any child at any time by giving written notice to the First Party of such withdrawal. The Second Party agrees that it will use all of its best efforts to give the First Party at least thirty (30) days notice of the intended withdrawal of any child or children.

7. Either party to this contract may cancel the agreement for good cause upon giving thirty (30) days written notice to the other party. In the absence of good cause, either party may cancel this contract by giving sixty (60) days written notice to the other party of the cancellation hereof.

8. This contract is for the school year 19____ - ____, only, and, unless sooner terminated pursuant to the terms hereof, terminates at the end of such school year.

IN WITNESS WHEREOF, the parties have hereunto caused this contract to be executed the day and year first above written.

FIRST PARTY: _____
Private Agency

_____/_____/_____
Signature Title Date

SECOND PARTY: _____/_____
Public School District Number

_____Arizona
County

_____/_____
Signature of Chief School Administrator Date

ATTEST:

_____
President of the Board

ATTEST:

_____
Member of the Board

APPROVED:

_____/_____
Clerk of the Board Date

DIVISION OF SPECIAL EDUCATION STATEMENT

The Division of Special Education of the Arizona Department of Education has given its approval to the special education program set forth in this contract and to the First Party and its operation thereof.

_____/_____
Division of Special Education Date

DISTRIBUTION:

Submit three (3) copies to the Division of Special Education

SAMPLE
(Subject to district modification)

REFERRAL AND EVALUATION

School Year _____

School District _____ No. _____ County _____

Name of Student _____ Birthdate _____

School _____ Grade _____

REFERRAL STATEMENT

This is to confirm that the above named school district has consulted with me regarding referral for evaluation for possible placement in a special education program.

_____ / _____
Signature of Parent or Guardian Date

I have referred the above named student to _____
Appropriate Specialist(s)

_____ for evaluation for possible placement in a special education program.

_____ / _____
Signature of Chief School Administrator or Representative Date

EVALUATION STATEMENT

I have performed an evaluation of the above named child for possible placement in a special education program. A report of my evaluation, including recommendations, has been filed with the school district administrator making the referral.

_____ / _____
Signature of Specialist Date

_____ / _____
Signature of Specialist Date

_____ / _____
Signature of Specialist Date

_____ / _____
Signature of Specialist Date

FOR DISTRICT DOCUMENTATION ONLY

SAMPLE
(Subject to district modification)

PLACEMENT STATEMENT

School Year _____

School District _____ County _____

Name of Student _____ Birthdate _____

School _____ Grade _____

Student's Address _____ Telephone _____

The following persons have been consulted regarding placement of the above named student in a special education program. It is the consensus of our opinion that the student (should) (should not) be placed in a special education program.

_____/_____
Signature of School Principal Date

_____/_____
Signature of Special Education Administrator or Representative Date

_____/_____
Signature of Teacher Date

_____/_____
Signature of Professional Advisor Date

I have been consulted and approve placement of my child in a special education program designed for the _____ exceptional child. A description of the nature and content of the special education program offered has been explained to me. I also understand that I have the right to request a review of the placement once each semester. The preceding has been explained to me in my primary language.

_____/_____
Signature of Parent or Guardian Date

The above named student shall be placed in a special education program for the _____

_____.

_____/_____
Signature of Chief School Administrator

FOR DISTRICT DOCUMENTATION ONLY

SAMPLE
(Subject to district modification)

REVIEW OF PLACEMENT

School Year _____

School District _____ No. _____ County _____

Name of Student _____ Birthdate _____

School _____ Grade _____

Student's Address _____ Telephone _____

We have reviewed the special education placement of the above named student. It is the consensus of our opinion that this child (should) (should not) be continued in a special education program.

_____/_____/_____
Signature Title Date

_____/_____/_____
Signature Title Date

_____/_____/_____
Signature Title Date

_____/_____/_____
Signature Title Date

_____/_____/_____
Signature Title Date

I have received a copy of the review of special education placement that I requested on _____.

19_____.

_____/_____/_____
Signature Title Date

(A copy of the review should be attached)

FOR DISTRICT DOCUMENTATION ONLY

SAMPLE
(Subject to district modification)

APPLICATION FOR PRIVATE SCHOOL ENROLLMENT

School Year _____

SECOND PARTY (School District) _____ No. _____ County _____

FIRST PARTY (Private Agency) _____ _____

Name of Student _____ Birthdate _____

Student's Address _____ Telephone _____

The Second Party hereby grants permission for the above named student to attend the Special Education Program conducted by the First Party and agrees to pay tuition of $_____ per register month to be billed after services are rendered. The parent or guardian of the above named child agrees to pay tuition of $_____ per register month to be billed after services are rendered. Total monthly tuition for the above named child is $_____. Total annual tuition is $_____.

PARENT OR GUARDIAN STATEMENT

I hereby agree to have my child, named above, attend the Special Education Program conducted by the school or agency named above. I, furthermore, agree to pay that portion of the tuition, as indicated above, for the education services rendered.

_____/_____
Signature of Parent or Guardian Date

SCHOOL DISTRICT STATEMENT

I hereby certify that the requirements of ARS 15-1013, 15-1015, and the rules and regulations of the Division of Special Education have been met. I further certify that the student named above will have his/her attendance reported on Register Number _____, which has been assigned to the _____ category. In addition, I certify that the Second Party will pay tuition, as indicated above, for educational services only.

_____/_____/_____
Signature of School Official Title Date

INSTRUCTIONS:

An evaluation report must accompany this form to the private school.

FOR DISTRICT DOCUMENTATION ONLY